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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology: Child study—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Religious education—Manual and vocational training—Vocational guidance—Home economics—Professional education—Civic education—Military training—Education of women—Negro education—Orientals—Defective and delinquent children—Libraries and reading—Bureau of Education: Recent publications—New periodicals—Bulletin of the Bureau of Education.

### INTRODUCTORY NOTES.

The following are 10 noteworthy books of the current month, the numbers in parentheses referring to the numbers of the full entries in this bulletin: National education association, Journal of proceedings and addresses, 1914 (156); National society for the study of education, Fourteenth yearbook, Part I (157); General education board, Account of its activities, 1902-1914 (167); Earhart, Types of teaching (177); Thorndike, Teachers' estimates of the quality of specimens of handwriting (197); Hayward, Lesson in appreciation—Pedagogics of beauty (219); Pennsylvania state educational association, Report on rural schools (247); Stewart, Cooperative methods in development of school support (283); Burgerstein, School hygiene (298); Women's educational and industrial union, The public schools and women in office service (339).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

### PUBLICATIONS OF ASSOCIATIONS.

154. American school peace league. Year book, 1913-1914. 139 p. 8°. (Mrs. Fannie F. Andrews, secretary, Boston, Mass.)  
Contains: Emma Feldbaum: The opportunity and duty of the schools in the international peace movement, p. 107-12.

155. National council of teachers of English. [Papers and proceedings of the fourth annual meeting, Chicago, November 26-28, 1914] English journal, 4: 1-74, January 1915.

Contains: 1. F. T. Baker: High-school reading: compulsory and voluntary, p. 1-8. 2. E. A. Thurber: Composition in our colleges, p. 9-14. 3. R. F. Lockridge: A new idea in high-school discussion contests, p. 15-20. 4. W. D. Johnston: The relation of the library to the teaching of English, p. 21-27. 5. Three reports to the National council of teachers of English—I. Scientific standards in English teaching, p. 28-34; II. Report of the committee on plays in schools and colleges, p. 34-40; III. Report of the committee on English in the country schools, p. 41-46. 6. [Proceedings, with abstracts of some of the papers] p. 47-74.

156. National education association of the United States. Journal of proceedings and addresses of the fifty-second annual meeting, held at St. Paul, Minnesota, July 4-11, 1914. Ann Arbor, Mich., The Association, 1914. 928 p. 8°. (D. W. Springer, secretary, Ann Arbor, Mich.)

*General Sessions.*

Contains: 1. Joseph Swain: The relation of the teacher to American citizenship, p. 29-35. 2. The status of woman—L. K. Mathews: Training women for social responsibility, p. 40-45; Sophonisba P. Brackinridge: Some aspects of the public school from a social worker's point of view, p. 45-51; Emma M. Perkins: The humanities, old and new, p. 51-56; Mary E. Woolley: Preparation of women for twentieth-century life, p. 56-60. 3. Teachers' salaries and pensions—C. W. Dabney: The college professor and the nation, p. 60-66; Grace C. Strachan: Salaries based on the position and not on the sex of incumbent, p. 66-71; W. I. Hamilton: Teachers' retirement allowances, p. 71-78. 4. Scott Nearing: The public-school teacher and the standard of living, p. 78-92. 5. Principles and aims of education—W. L. Bryan: Common-sense and beyond, p. 94-98; N. C. Schaeffer: The purpose of elementary and high-school education, p. 98-101; Alexander McKeljohn: The purpose of the liberal college, p. 102-3. 6. Education in a democracy—E. A. Ross: Education for social service, p. 103-6; W. O. Thompson: Education for political and moral service, p. 106-12. 7. The needs of the public schools—J. W. Cook: Professionally prepared teachers, p. 113-15; J. M. Greenwood: The kingdom of little things, p. 115-18; L. D. Harvey: Systematic education for those pupils leaving school too soon, p. 119-22; E. T. Fairchild: Progress of the rural schools, p. 122-25; C. G. Pearce: Let both grow together until the harvest, p. 125-28; J. Y. Joyner: The adaptation of the work of the school to the needs of the people, p. 129-31.

*Department of Superintendence (Richmond meeting, 1914).*

8. E. T. Devine: Education and social economy, p. 142-50. 9. Fundamental distinctions between liberal and vocational education [by] David Snedden, p. 150-61; [by] W. C. Bagley, p. 161-70. 10. R. J. Condon: School and shop—work and study, p. 171-75. 11. F. W. Thomas: The apprentice schools of the Santa Fe railway system, p. 175-84. 12. Josephine C. Preston: Some conditions in rural schools and their improvement, p. 189-93. 13. Cora W. Stewart: The moonlight schools of Kentucky, p. 193-99. 14. E. L. Thorndike: The foundations of educational achievement, p. 199-206. 15. W. A. Jessup: Economy of time in arithmetic, p. 209-22. 16. A. D. Yocum: The determinants of the course of study, p. 223-35. 17. J. W. Withers: How the course of study should be determined, p. 235-43. 18. E. P. Cubberley: Rural-school administration, p. 244-50. 19. Payson Smith: Dangers of overorganization of the rural schools, p. 253-57. 20. Interrelation of the office of state superintendent and that of county superintendent [by] F. G. Blair, p. 257-60; [by] O. J. Morelock, p. 260-63. 21. The function of the school to the community it serves—A. Its scholastic function [by] J. M. Gwinn, p. 264-66; B. Its social function [by] J. M. Greenwood, p. 266-69. 22. E. D. Pusey: Testing grade teachers for efficiency, p. 283-86.

*National Council of Education.*

23. Minimum sanitary requirements for rural schools, p. 295-301. 24. G. D. Strayer: Report of the committee on tests and standards of efficiency in schools and school systems—a brief statement concerning the purpose, nature and conduct of school surveys, p. 302-6; Discussion, p. 306-10. 25. C. B. Meek: The public-school survey, p. 310-14. 26. Sex hygiene—A. Wanted—a twentieth-century ideal [by] Grace C. Strachan, p. 317-18; B. Sex hygiene—what the schools can do [by] C. G. Pearce, p. 318-22; Discussion, p. 322-25. 27. Co-operating forces for the improvement of rural school conditions [by] A. H. Chamberlain, p. 327-32; [by] Margaret H. Schallenberger, p. 332-37; [by] C. P. Cary, p. 338-40; [by] Adelaide S. Baylor, p. 340-42; [by] D. B. Johnson, p. 342-44. 28. Superintendent problems [by] J. W. Carr, p. 344-49; [by] L. E. Wolfe, p. 349-54; [by] W. R. Siders, p. 354-56; [by] John Macdonald, p. 356-58; [by] David Falmley, p. 358-61. 29. J. W. Cook: Some positive educational gains in the last decade, p. 369-75. 30. Harmonizing vocational and cultural education [by] Josephine C. Preston, p. 375-78; [by] H. H.

Seerley, p. 378-80; [by] G. W. A. Luckey, p. 380-83; [by] J. W. Crabtree, p. 384-85; [by] J. W. Cook, p. 385-88. 31. Economy of time in education [by] Frank Strong, p. 396-90; [by] H. B. Wilson, p. 390-95; [by] E. G. Blair, p. 395-97; [by] L. D. Harvey, p. 397-401; [by] V. E. E. Scribner, p. 401-404.

*Department of Kindergarten Education.*

32. M. P. E. Grossmann: Adaptation of the work of the kindergarten to the needs of individual children, p. 406-13. 33. Myra M. Winchester: What the United States Bureau of education is doing for the kindergarten, 413-15. 34. Georgia Alexander: Standardizing the work in the kindergarten and elementary schools, p. 415-20.

*Department of Elementary Education.*

35. The individual child in his individual needs: the school life of the child—A. Self-expression in the school [by] J. W. Searson, p. 422-27; B. Preparation for service thru the school [by] N. C. Macdonald, p. 427-30. 36. The individual child and individual needs: the home life of the child—A. Self-expression in society [by] Julia F. Walker, p. 430-34; B. Self-protection thru knowledge and habit [by] Margaret E. Schallenberger, p. 435-39; C. Constructive civic agencies [by] E. J. Ward, p. 439-43.

*Department of Secondary Education.*

37. E. G. Cooley: Bishop Grundtvig and the people's high schools, p. 451-59. 38. E. G. Allen: Some things worth while in industrial education in secondary schools, p. 465-70. 39. R. E. Blount: The responsibility of the teacher with regard to the teaching of sex hygiene, p. 470-75. 40. J. E. Peabody: Some experiments in sex education, p. 475-81. 41. C. D. Kingsley: Problems confronting the Commission on the reorganization of secondary education, p. 483-88.

*Department of Higher Education.*

42. Frank Strong: Religious education in universities, p. 489-93.

*Department of Normal Schools.*

43. David Felmley: The reorganization of the normal-school curriculum, p. 498-504. 44. The preparation of teachers and supervisors for the industrial branches and other special lines [by] L. J. Corbly, p. 505-9; [by] J. W. Crabtree, p. 509-13. 45. Extension work in normal schools [by] E. T. Mathes, p. 513-15; [by] H. C. Minnich, p. 516-19; [by] H. G. Williams, p. 519-23. 46. H. H. Seerley: The preparation of teachers for high schools, p. 529-32. 47. J. J. Doyle: The preparation of teachers for rural schools, p. 532-36. 48. J. W. Cook: The practice school and the work of the heads of departments in it, p. 541-48. 49. J. W. Brister: How can normal schools best help the forward movement in rural life? p. 548-52. 50. A/C. Thompson: Notable shortcomings of state normal schools, p. 554-59. 51. W. H. Cheever: The content of the course in sociology in a normal school, p. 559-60; Discussion, p. 560-64.

*Department of Vocational Education and Practical Arts.*

53. A. L. Williston: Should manual training and technical high schools abandon their general and college preparatory aims and become efficient secondary schools of applied sciences? p. 577-82. 54. C. G. Pearse: Vocational education—its terminology, p. 582-86. 55. M. I. Flagg: The need in America for schools of applied art and the necessity in American industries for art leaders and designers of the highest grade, p. 589-94. 56. J. H. Haaren: The use of the factory and office buildings in New York city for vocational education, p. 602-7. 57. W. M. Roberts: Trade agreements in industrial education of apprentices in Chicago, p. 607-14. 58. R. L. Cooley: The apprenticeship and continuation schools of Milwaukee, Wis., p. 614-18. 59. Alice P. Norton: The renovation of the home thru home economics, p. 618-22.

*Department of Music Education.*

60. W. Dykema: Community music—an opportunity, p. 627-33. 61. J. B. Cragun: A psychological analysis of the basis on which credit for the study of music is to be placed, p. 636-41. 62. P. C. Lutkin: When music fulfills its highest function, p. 641-47.

*Department of Business Education.*

63. E. J. Glade: The present status of business education in the United States and some recommendations, p. 652-56. 64. R. V. Coffey: Preparatory educational requirements for collegiate training in business, with special reference to articulation between the high-school and college courses, p. 657-62.

## CURRENT EDUCATIONAL PUBLICATIONS.

*Department of Child Hygiene.*

65. L. N. Hines: Some phases of the health supervision of schools, p. 663-68. 66. L. W. Raper: Industrial hygiene and vocational education, p. 668-72. 67. H. M. Bracken: The health administration of schools, p. 672-77. 68. S. S. Colvin: The attitude of the child in learning, p. 677-82.

*Department of Physical Education.*

69. C. O. Rathman: Physical care and training of children in European schools, p. 684-91. 70. Shall sex hygiene be taught in the public schools? [by] C. H. Keene, p. 695-97; [by] Mabel M. Wright, p. 697-701. 71. W. P. Hubert von Blijenburgh: Swedish gymnastics in American schools, p. 707-13.

*Department of Science Instruction.*

72. G. R. Twiss: The outlook for the application of the scientific method to the problems of science teaching, p. 723-28. 73. R. H. Whitbeck: Geography in the large high school, p. 732-37. 74. W. J. Sutherland: Geography in village and rural schools, p. 738-42. 75. A. H. Saunders: Motion pictures as an aid to education, p. 743-45; Discussion, p. 746-48. 76. The tendencies and general status of courses in general science; [by] W. H. Timbie, p. 752-58; [by] R. D. Barber, p. 758-64.

*Department of School Administration.*

77. J. M. Ingold: The heating, lighting, and ventilating of school buildings, p. 779-83. 78. J. M. Malm: A state teachers' employment agency under the supervision of the department of public instruction, p. 785-87. 79. E. T. Critchett: The success of a state teachers' employment agency law after two years, p. 787-89.

*Library Department.*

80. H. A. Wood: A standard foundation library for a rural school, p. 798-801. 81. Della G. Oviatt: Training of rural teachers in the use of books, p. 802-7. 82. W. D. Johnston: The newspaper morgue, the library and the school, p. 810-13. 83. P. B. Wright: High-school branches of public libraries, p. 820-23. 84. Mary E. Hall: Report of committee on high-school libraries, p. 823-26.

*Department of Special Education.*

85. L. R. Alderman: An effort to make the school fit the needs of the exceptional child, p. 830-34. 86. J. W. Carr: A practical experiment with backward children, p. 844-48.

*Department of School Patrons.*

87. P. P. Claxton: Rural-school improvement, p. 854-55. 88. The responsibility of school patrons with regard to school questions—A. School health [by] Maggie W. Barry, p. 865-70; B. School revenue [by] F. G. Blair, p. 870-75.

*Department of Rural and Agricultural Education.*

89. H. H. Seerley: Rural demonstration schools and study-center work for rural teachers, p. 878-81. 90. The course in agriculture for training teachers in normal training high schools [by] J. L. McBrien, p. 890-95; [by] A. V. Storm, p. 895-98. 91. O. H. Bonson: The federated boys' and girls' club work, p. 898-905. 92. J. W. Crabtree: What recognition should be given vacation and other out-of-school work? p. 905-7.

157. National society for the study of education: Fourteenth yearbook. Part I. Minimum essentials in elementary-school subjects—standards and current practices. Chicago, Ill., University of Chicago press [1915] 162 p. 8°. (S. Chester Parker, secretary, University of Chicago, Chicago, Ill.)

Contains: 1. H. B. Wilson, chairman: The minimum essentials in elementary-school subjects. Report of the committee on economy of time, p. 9-20. 2. H. W. Holmes: Time distributions by subjects and grades in representative cities, p. 21-27. 3. F. E. Thompson: Typical experiments for economizing time in elementary schools, p. 28-36. 4. R. G. Jones: Standard vocabulary, p. 37-43. 5. S. A. Courtis: Standards in rates of reading, p. 44-58. 6. W. B. Gray: Selected bibliography upon practical tests of reading ability, p. 59-60. 7. F. N. Freeman: Hand-writing, p. 61-77. 8. H. C. Pryor: Spelling, p. 78-89. 9. J. F. Hosie: The essentials of composition and grammar, p. 90-116. 10. W. A. Jessup: Current practices and standards in arithmetic, p. 116-30. 11. W. C. Bagley: The determination of minimum essentials in elementary geography and history, p. 131-48. 12. J. F. Hosie: The essentials of literature, p. 147-52.

158. Washington educational association. Addresses and proceedings of the twenty-eighth annual session, held in Tacoma, October 28-31, 1914. 227 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)

Contains: C. A. Prosser: The meaning of vocational education, p. 45-51. 2. C. A. Prosser: The democratizing of education, p. 51-58. 3. C. E. Rugh: The teacher's day of work and recre-

- ation, p. 54-61. 4. C. E. Rugb: The school has become a fundamental social institution, p. 62-66. 5. C. R. Frazier: Shall elementary schools be reorganized, p. 76-80. 6. C. W. Hodge: School district reorganization, p. 81-86. 7. H. D. Johnson: English teaching. Causes of the widespread dissatisfaction with the results obtained in high schools, p. 95-99. 8. S. E. Tift: The six-and-six plan of grading, p. 107-109. 9. W. M. Kern: The junior-senior high school, p. 110-112. 10. G. C. Howard: The two-period plan of study and recitation, p. 113-117. Discussion, p. 117-21. 11. W. T. McDermott: The kind of art training needed in home economics department, p. 123-27. 12. B. L. Boothroyd: The necessity for science training in our public schools, with special reference to the first year of high school, p. 138-44. 13. E. L. Holton: Education for social and vocational efficiency, p. 153-55. 14. Stephen Dwan: Vocational guidance in its relation to the commercial department, p. 161-64. 15. C. A. Presser: The pre-vocational school, p. 167-79. 16. H. Z. Wilbur: Problems in English teaching, p. 185-92. 17. J. K. Hart: The general social life of the community, p. 194-99. 18. Curtis Merriman: Chapters from modern psychology of special importance to rural teachers, p. 200-206.
159. West Virginia education association. Proceedings ... held in Morgantown, W. Va., June 17-19, 1914. Forty-fourth annual session. 250 p. 8°. (A. P. Morrison, secretary, Clarksburg, W. Va.)
- Contains: 1. O. G. Wilson: Present day movements in education and their possibilities for moral development, p. 23-28. 2. A. P. Bourland: The Southern movement for a free rural school, p. 29-32. 3. M. P. Shawkey: Educational realizations in West Virginia, p. 33-40. 4. Joseph Rosier: Present day needs in the city school curriculum, p. 40-47. 5. L. B. Hill: The training of elementary teachers, p. 53-59. 6. L. F. Hamner: Recitation and the public schools, p. 59-64. 7. J. L. Henderson: Changes in the curriculum, p. 64-70. 8. Oliver Shurtliff: The social center—how it may be realized. Some results. Recapitulation, p. 75-79. 9. L. L. Friend: How can our rural high schools better meet the needs of rural communities? p. 109-116. 10. C. W. Jackson: How can our schools improve the physical efficiency of the pupils? p. 116-21. 11. G. H. Colebank: Modern tendencies in secondary school freedom and responsibility, p. 131-36. 12. C. B. Clark: Greater efficiency in teaching in the elementary grades, p. 148-52. 13. Lou Shaffer: The moving picture problem, p. 153-58. 14. C. B. Lawson: Social center work, p. 164-70. 15. W. S. Deffenbaugh: Departmental teaching in the grammar school grades, p. 170-80. 16. W. C. Morton: How to make a county superintendent's visit worth while, p. 209-14. 17. Joseph Rosier: What are the weaknesses of normal school graduates as beginners, p. 222-28.

## EDUCATIONAL HISTORY.

160. Bevan, J. O. University life in the olden time; monasticism and other essays. London, Chapman & Hall, Ltd., 1914. 252 p. 12°.
161. Birchenough, Charles. History of elementary education in England and Wales from 1800 to the present day. London, W. B. Clive, 1914. 394 p. illus. 16°.
162. Cornill, Carl Heinrich. The culture of ancient Israel. Chicago [etc.] The Open court publishing co., 1914. 167 p. illus. 12°.
- CONTENTS.—Rise of the people of Israel (tr. by A. H. Gunlogson).—Moses, the founder of monotheistic religion (tr. by Lydia G. Robinson).—The education of children in ancient Israel (tr. by W. H. Carruth).—Music in the Old Testament (tr. by Lydia G. Robinson).—The Psalms in universal literature (tr. by W. H. Carruth).—Index.
163. Little, Andrew George, ed. Roger Bacon essays contributed by various writers on the occasion of the commemoration of the seventh centenary of his birth. Oxford, Clarendon press, 1914. 425 p. 8°.
- CONTENTS.—1. Introduction: On Roger Bacon's life and works, by A. G. Little.—2. Der einfluss des Robert Grosseteste auf die wissenschaftliche richtung des Roger Bacon, von Ludwig Baur.—3. La place de Roger Bacon parmi les philosophes du xiii<sup>e</sup> siècle, par François Picavet.—4. Roger Bacon and the Latin Vulgate, by Cardinal Gasquet.—5. Roger Bacon and philology by B. A. Hirsch.—6. The place of Roger Bacon in the history of mathematics, by D. E. Smith.—7. Roger Bacon und seine verdienste um die optik, von Eilhard Wiedemann.—8. Roger Bacon's lehre von der sinnlichen speies und vom sehvorgange, von Sebastian Vogl.—9. Roger Bacon's art des wissenschaftlichen arbeitens, von J. Würschmidt.—10. Roger Bacon et l'horreur du vide, par Pierre Duham.—11. Roger Bacon: his relations to alchemy and chemistry, by M. M. P. Muir.—12. Roger Bacon and gunpowder, by H. W. L. Hime.—13. Roger Bacon and medicine, by E. Withington.—14. Roger Bacon in English literature, by J. E. Sandys.—Appendix: Roger Bacon's works, with references to the mss. and printed editions, by A. G. Little.



## CURRENT EDUCATIONAL CONDITIONS.

184. **Armani, Tarquinio.** *L'attività legislativa di un pedagogista* (Luigi Crodaro). *Rivista pedagogica*, 7:955-1026, December 1914.  
Reviewing the legislative work of the founder of the *Rivista pedagogica*, the writer virtually presents a survey of the present status of education in Italy.
185. **Bourquin, Louis.** *L'école chinoise.* *Revue pédagogique*, 65:261-76, December 1914.  
An historical account of the rise of the new Chinese school and a characterization of the aims and methods of the new education in China.
186. **Brandon, Edgar E.** Recent educational tendencies in Argentina. *Education*, 35:362-65, February 1915.  
Dwells on the Argentine high school of to-day. Advocates democracy in secondary education.
187. **General education board.** An account of its activities, 1902-1914. New York, General Education board, 1915. xv, 240 p. illus. maps. 8°.  
Explains in detail the history of the board, its relations to other boards and foundations, and its work for higher education and education in the South; resources and expenditures of the board; farm demonstration; aid in developing high schools in the South; and the policy of the board toward colleges and universities. Special chapters treat of medical education, rural education, and negro education. The cooperation of the board with State and Federal Governments is carefully described. The appendices include the Act of Congress incorporating the General Education board; letters of Mr. John D. Rockefeller in regard to the gifts; and contracts entered into as a result of gifts to Washington University and Yale University. The report is abundantly illustrated.
188. **Larreinaga, M.** *La instrucción pública en Guatemala, su pasado, su presente y su organización.* *Revista de instrucción pública*, 1:281-90, July-August 1914.  
Prepared for inclusion in a book on Guatemala for the Panama-Pacific exposition.
189. **Milburn, James B.** Belgium and her elementary schools. *Catholic educational review*, 97:97-112, February 1915.  
Belgium, in May last, passed a law "which marked the close of a long, and, to some extent, bitter struggle between the partisans of neutrality and secularism on the one side, and on the other of a Catholic government and its supporters who were anxious and determined to give all an equality of educational opportunity." The author explains how the need for the law came about, and how the problem was solved.
190. **Pearse, C. G.** Cleveland and its schools. The city which forbids its teachers to join unions. *American school*, 1:7-11, January 1915.  
The scope, organization, and administration of the school system of Cleveland.
191. **Schwartz, E.** Ist der krieg ein hindernis für die durchführung des neuen grundlehrplans vom achten dezember 1913? *Pädagogische zeitung*, 43:819-21, November 26, 1914.  
Argues in favor of introducing the new curriculum in the schools of Berlin, despite the war.
192. **Situation de l'enseignement primaire au 1<sup>er</sup> décembre 1914.** *Revue pédagogique*, 65:292-95, December 1914.  
A statement regarding the pupil enrollment in France in the normal, higher primary, and primary schools, and concerning the teaching personnel in these schools.

## PEDAGOGICS AND DIDACTICS.

193. **Adamsen, Elisabeth Winifred.** The school, the child and the teacher; suggestions for students in training, written with special reference to the work in South African schools. London, New York [etc.] Longmans, Green and co., 1915. xii, 394 p. 12°.  
Contains bibliographies.
194. **Bowden, Witt.** Education for the control and enjoyment of wealth. *Educational review*, 49:147-67, February 1915.  
Discusses the development of direct vocational and semi-vocational training; the socialization of the curriculum; cultural values of industrial education, etc. Efforts of the state universities to democratize higher education.



175. **Brumbaugh, Martin G.** What is thoroughness in education? *Teacher*, 19: 16-18, 20, January 1915.  
 "From Dr. Brumbaugh's Annual report for the year ending December 31, 1913. A study of certain educational fundamentals. It should be read and studied by every teacher."—Editor.
176. **Cpoiset, Alfred.** La civilisation française. *Revue internationale de l'enseignement*, 34: 248-55, November-December 1914.  
 An address made at the opening of the University of Paris, November 5, 1914.  
 A subtle distinction is drawn between French and German civilization. Of greatest interest to educators is, perhaps, the application of Pascal's distinction between "l'esprit de finesse" and "l'esprit géométrique."
177. **Earhart, Lida B.** Types of teaching. With an introduction by H. Suzzallo. Boston, New York [etc.] Houghton Mifflin company [1915] xvi, 277 p. 12°.  
 "A reinterpretation of teaching procedure, stated, as far as possible, in the current and familiar phraseology of ordinary teachers, yet taking into account the recent investigations of our ablest educational thinkers."
178. **Hillyer, Virgil M.** Child training; a system of education for the child under school age. New York, The Century co., 1915. xxxix, 299 p. illus. 8°.
179. **Holmes, Edmond Gore Alexander.** In defence of what might be. London, Constable & company Ltd., 1914. vii, 376 p. 8°.
180. **Perry, John.** The need of a science of education, *School and society*, 1: 114-26, January 23, 1915.  
 From the address of the president of the Educational science section of the British association for the advancement of science, Australia, 1914.  
 Condemns the practice in British schools of requiring the classics rather than a good foundation in the English language.
181. **Perry, Ralph B.** A defence of liberal education. *Forum*, 53: 213-22, February 1915.  
 Says that the value of a liberal education can not be estimated by the standards of success or efficiency. To profit most by such an education, one needs "freedom and elasticity of mind."  
 "Liberal education . . . is the sort of education that helps one to choose one's work freely, rather than the kind of education that fits one for one's chosen work."
182. **Punchoon, Katharine E.** The place of vocational and liberal studies in 1914. *Education*, 35: 341-49, February 1915.  
 A plea for cultural studies, to supplement eye and hand training. Deprecates the substitution of things for thoughts. Regards the exploitation of vocational training to the exclusion of every other kind of education as pernicious.
183. **Sanders, Frédéric W.** The organization of education. *Education*, 35: 371-77, February 1915.  
 Discusses the normally developing child of average ability. Urges cooperation between school authorities and employers of labor in a given community, in reference to the question of expense. Says it would be possible "to relieve the parents (as well as the public) of all expense for the support of their children after they had completed the secondary transition year (at about 14 years of age), and yet enable the latter to carry their secondary education as far as they might wish to carry it."  
 Continued from December number.
184. **Schmidkunz, Hans.** Pädagogische phänomenologie. *Lehrproben und lehrgänge*, 1915, 1. heft: 77-96.  
 A somewhat difficult discussion which fruitfully correlates some philosophical doctrines and tendencies of the last two decades ("gegenstandstheorie" of A. v. Meinong; "Phänomenologie" of E. Husserl) with changes in pedagogical theory and practice.
185. **Schmidt, Max.** Pädagogische ideale der gegenwart. *Allgemeine deutsche lehrerzeitung*, 66: 429-32, December 4, 1914.  
 Considers the community ideal, personality as the ideal, and the biological ideal.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

186. **Ayres, Leonard P.** A scale for measuring the quality of handwriting of adults. New York city, Division of education, Russell Sage foundation [1915] 11 p. fold. chart. 8° (Pamphlet E138)

187. **Ballou, Frank W.** The function of a department of educational investigation and measurement in a city school system. *School and society*, 1: 181-90, February 6, 1915.  
Read before Section L, American association for the advancement of science, Philadelphia, December, 1914.
188. **Beyer, Thomas P.** The vocabulary of two years. *Educational review*, 49: 191-203, February 1915.
189. **Hinckley, Alice C.** The Binet tests applied to individuals over twelve years of age. *Journal of educational psychology*, 6: 43-58, January 1915.  
"The results of a study made at the New York clearing house for mental defectives. The author finds that the difficulties of the Binet scale do not increase regularly with each year, but that there are decided jumps at various points. There is an even greater irregularity in the difficulty of the individual tests within a given age-group."
190. **Minnick, J. H.** A comparative study of the mathematical abilities of boys and girls. *School review*, 23: 73-84, February 1915.  
Investigations made at the Bloomington high school, Bloomington, Ind. Gives tables of statistics. Concludes that girls are the equals of boys although they "do not excel to the same degree in mathematics as they do in some of the other subjects, especially in language and English." Compares the mathematical work of boys and girls in college.
191. **Montori, Arturo.** Tipos de apercepción en un grupo de niñas cubanas. Habana, Imp. de "Cuba pedagógica," 1915. 164 p. illus. 8°. (Biblioteca de "Cuba pedagógica")
192. **Oberholtzer, E. E.** Testing the efficiency in reading in the grades. *Elementary school journal*, 15: 313-22, February 1915.  
Tests made in the Tulsa city schools, Oklahoma. Tabulations showing results. Says there seems to be "a definite correlation of the rate of reading among the grades, the rate of silent reading increasing most rapidly as the grade advanced. This is perhaps due largely to the child's being thrown more on his own responsibility; also to the fact that he realizes more fully the value of silent reading in giving him control over the printed page and in acquiring information."
193. **Pfister, O.** Psychoanalysis and the study of children and youth. *American journal of psychology*, 26: 130-41, January 1915.  
Discusses "a method established by Prof. Sigmund Freud, of Vienna, which, without resorting to hypnosis, investigates the unconscious contents and motive forces of the mind."
194. **Prüfer, Johannes.** Das "Archiv für erziehungserfahrungen" an der Hochschule für frauen in Leipzig. *Zeitschrift für kinderforschung*, 19: 711-13, September 1914.  
The director of the Leipzig Hochschule für frauen describes the plans of an establishment connected with the institution which will collect, scientifically, data on pedagogical experience with individual children. The design is "psychographic," that is, determined by the procedures of individual or differential psychology.
195. **Rugg, Harold Ordway.** A scale for measuring free-hand lettering. *Journal of educational psychology*, 6: 25-42, January 1915.  
"Describes the method of constructing the scale, presents the scale itself, and gives an account of its use by eight teachers and over three hundred students of mechanical drawing."
196. **Starch, Daniel.** The measurement of efficiency in reading. *Journal of educational psychology*, 6: 1-24, January 1915.  
"The author presents a graded series of samples for testing the silent reading of elementary school children, discusses the critical points in scoring the rate of reading and the amount reproduced, and gives the results of tests in fifteen schools. Norms of speed and comprehension are worked out for the different grades, and illustrative samples of deviation from these norms are presented."
197. **Thorndike, Edward L.** Teachers' estimates of the quality of specimens of handwriting. New York city, Teachers college, Columbia university, 1914. 13 p. fold. facsim., fold. tables. 8°. (Teachers college record. Vol. XV, no. 5)

198. Wilker, Karl. Kindes- und jugendpsychologie, jugendpflege und jugendfürsorge. Deutsche schule, 18: 679-83, 742-46, October-November 1914.  
A review of recent writings. The second article deals with "Jugendfürsorge und jugendpflege" only. Together, the two articles constitute an informing survey of the "Jugendbewegung" and of the new emphasis upon pedagogy "vom kinde aus."

## SPECIAL METHODS OF INSTRUCTION.

199. Painter, George S. The psychology of visual instruction. American education, 18: 332-38, February 1915.  
200. Pineo, J. Franklin. The educational value of the motion picture. Association seminar, 23: 129-46, January 1915.  
To be continued.  
201. Willard, Frederic R. The motion-picture theater and the child. Education, 35: 350-61, February 1915.  
Gives the result of personal observation "gained through daily attendance at the motion-picture theater for a number of weeks, supplemented by the testimony of about 3,700 boys and girls in the schools of Springfield, Mass., Providence, R. I., and Lynn, Mass."

## SPECIAL SUBJECTS OF CURRICULUM.

202. American psychological association. Report of the Committee on the academic status of psychology. Printed by the Committee, December 1914. 27 p. 8°.  
203. [B., W. C.] School essays in the Victorian age. Journal of education (London) 47: 61-63, January 1915. (Supplement)  
Says that essay writing is an absolute waste of time unless it is preceded by real instruction.  
204. Baumann, Friedrich. Psychologie des sprachunterrichts. Pädagogisches archiv, 56: 616-30, heft 11, 1914.  
A rather caustic discussion of a book by a Danish scholar (Flagstad's "Psychologie der sprachpädagogik." Leipzig, B. O. Teubner, 1913).  
205. Bolenius, Emma Miller. Literature for boys and girls. VI. The drama. Popular educator, 32: 320-23, February 1915.  
After treating briefly the origin and technique of the drama, the author gives suggestions for bringing Shakespeare to the children and for composition exercises in the drama.  
206. Brennan, George A. Nature-study at the Van Vliissingen school. Nature-study review, 11: 12-25, January 1915.  
A part of this article first appeared in the Educational bi-monthly.  
207. Carmichael, R. D. Mathematics and life—the vitalizing of secondary mathematics. School science and mathematics, 15: 105-15, February 1915.  
Discussion by W. T. Stratton, p. 114-20.  
An address delivered to the Kansas association of mathematics teachers at Topeka on November 14, 1914.  
208. Classics versus modern languages. Journal of education (London) 47: 29-32, January 1915.  
Contends that the knowledge of a foreign language is essential for a complete liberal education. Says that if only one language is taught, French has the prior claim. Latin should come second. For the third language Greek and German should be offered as alternatives, but Greek should not be compulsory.  
209. Comstock, Anna Botsford. The growth and influence of the nature-study idea. Nature-study review, 11: 5-11, January 1915.  
Extract from the address of the retiring president of the American nature-study society, delivered at Philadelphia, December 30, 1914.  
210. Coulter, John M. The mission of science in education. School science and mathematics, 15: 93-100, February 1915.  
Read before the annual conference of high school teachers, University of Illinois, November 20, 1914.

211. **Dann, George J.** The child's interest in geography. *American education*, 18: 340-45, February 1915.

The following question was put to a class of children, "What do you like best of all in geography, and why?" The answers received fairly "establish the fact that the interest in people, their habits, customs, and dress is strong and persistent in all of the grades of the elementary schools."

212. **Eggar, W. D.** Mathematics and science as part of a liberal education. *School world* (London) 17: 17-21, January 1915.

A plea for more mathematics in the curriculum; and some definite training in science in the later stages of a boy's career.

213. **Finley, John H.** The training of modern language teachers. *American education*, 18: 275-78, January 1915.

Address before the New York state teachers' association, Albany, N. Y., November 24, 1914. The subject is discussed under two main divisions: (1) Reasonable requirements of training of modern language teachers, and (2) Suitable means for securing such training.

214. **Fitz-gerald, John D.** Languages and the college-preparatory course. *Educational review*, 49: 168-90, February 1915.

Advantages that would result if a seven-year, or even a six-year, high school curriculum were generally adopted. Gives curricula of Austrian and German schools, etc.

215. **Gammans, Harold W.** The pupil who fails in secondary school English; how to teach him. *Education*, 35: 378-84, February 1915.

216. **Gerrish, Carolyn M.** Secondary school composition. *Educational review*, 49: 126-35, February 1915.

Writer states that the principal obstacles to the proper accomplishment of the purposes of composition are: "(1) A more or less prevalent belief in the futility of trying to concentrate on content *per se*; (2) lack of time. (3) lack of equipment."

217. **Gruenwald, Benjamin C.** Thought in science and in science teaching. *Popular science monthly*, 86: 164-73, February 1915.

A plea for the humanizing of science teaching by giving up "the attempt to make scientists out of high-school students." Should make children appreciate the service and method of science.

218. **Hayden, Philip C.** The high school orchestra and its relation to the community. *School music*, 16: 16, 19-22, January-February 1915.

An address delivered before the teachers and parents association in Keokuk, Iowa.

This "address may give some hints to those who are interested in the organization and development of a high school orchestra."

219. **Hayward, Frank Herbert.** The lesson in appreciation; an essay on the pedagogics of beauty. New York, The Macmillan company, 1915. xv, 234 p. 12°.

This work deals with the "practical" problem of aesthetic education in a "practical" way, and also presents theory when theory will enlighten the practice.

220. **Hodge, Clinton F.** Nature study. *Catholic educational review*, 9: 145-52, February 1915.

These excerpts are taken from an address delivered before the Wisconsin teachers' association.

221. **Kirtland, John C.** High school Latin and the college-entrance requirements. *Classical journal*, 10: 227-32, February 1915.

Says there is imperative need of reform in the work of the first two years of the course. "It is now so hurried that it loses much of its immediate value and affords a poor preparation for further study."

222. **Leavitt, Frank M. and Huff, L. Grace.** Physiology and hygiene for pre-vocational boys. *Elementary school journal*, 15: 301-12, February 1915.

Advances reasons for preceding the course in hygiene by "an elementary and eminently practical study of anatomy and the functions of the various organs of the body."

223. **Lightley, Edmund.** The place of the textbook in mathematical teaching. *School world* (London) 17: 6-9, January 1915.

Advocates the use of the textbook, but it should be supplemented by oral and blackboard explanation. Deprecates a too rigid adherence to textbook methods.

224. **National education association.** Preliminary report of the biology subcommittee (on reorganization of secondary education) of the National education association. School science and mathematics, 15: 44-53, January 1915.  
Separately reprinted.
225. **Nüchter, Fr.** Über sprachlehrpläne der amerikanischen volkschulen. Allgemeine deutsche lehrerzeitung, 66: 417-20, November 20, 1914.  
An account and criticism of American teaching of the mother tongue as represented in the courses of study of New York city, New York state, Boston, Buffalo, Cleveland, Milwaukee, and Wisconsin.
226. **Slutz, Frank D.** A chat about the teaching of literature. Middle-west school review, 7: 5-7, February 1915.
227. **Pierce, Mary D.** The hidebound text-book as a handicap to teaching English in the grades. Virginia journal of education, 8: 307-10, February 1915.  
Suggests some of the desirable qualities which an elementary text in English should possess.
228. **Stäckel, Paul Gustav.** Die mathematische ausbildung der architekten, chemiker und ingenieure an den deutschen technischen hochschulen. Leipzig und Berlin, B. G. Teubner, 1915. 198 p. 4°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission, hrsg. von F. Klein. bd. IV, hft. 9)
229. **Swift, H. T.** Illinois state spelling contest. School news and practical educator, 28: 277-79, February 1915.  
Second annual state spelling contest held December 29, 1914. Gives a list of the words used.
230. **Sykes, Mabel.** The mathematics survey of the Chicago school system. School science and mathematics, 15: 120-26, February 1915.  
Report of the Mathematics committee appointed to investigate the teaching of mathematics in elementary and secondary schools of Chicago. The Committee found the teaching of arithmetic in elementary schools good, but was not so well pleased with the work in the high schools.
231. **Taylor, E. H.** The teaching of mathematics in the continuation schools of Germany. School and society, 1: 208-13, February 6, 1915.  
"This paper is based upon observations made in visiting continuation schools in Hamburg, Berlin, Halle, Munich, Karlsruhe, Heidelberg, Mannheim, and Frankfort-on-the-Main."
232. **Trost, W.** Die mathematischen fächer an den niederen gewerblichen lehranstalten in Deutschland. Leipzig und Berlin, B. G. Teubner, 1914. 150 p. illus. 8°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission, hrsg. von F. Klein. bd. IV, hft. 5)
233. **Wilcox, W. H.** What is the matter with high school composition? Atlantic educational journal, 10: 192-94, January 1915.  
Discusses first some of the recent criticisms against high school English. Thinks that the difficulty is that the pupils need practice.
234. **Wilgus, James A.** The teaching of history in the elementary school. Educational review, 49: 136-46, February 1915.  
Says that no attempt should be made "to fill the minds of the pupils with meaningless statements of facts and dates, either systematically arranged and tabulated, or disconnected and unassociated." Children should be impressed with the fact that history is "a present reality and not merely a matter of past times."
235. **Williams, Sherman.** Local history. School bulletin, 41: 111-13, February 1915.  
Address delivered at the meeting of Associated academic principals, December 1914.

## KINDERGARTEN AND PRIMARY SCHOOL.

236. Childs, Elizabeth. Teaching concentration. Outlook, 109: 155-59, January 20, 1915.  
Discusses the proper preparation for the kindergarten. Impressing the child with habits of self-control and interest.
237. Grupe, Mary A. The efficiency of the kindergarten as measured by the progress of the children through the grades. Northwest journal of education, 26: 278-81, February 1915.
238. Itchner, Hermann. Maria Montessori. Pädagogische blätter, 43: 464-73, 10. heft, 1914.  
Analyzes the relation of Madame Montessori's work to the principles of Fröbel and the "dreams" (self-styled) of Ellen Key. Objects to the undervaluation of children's fancy in her system.
239. Palmer, Luella A. Montessori suggestions for kindergartners. Kindergarten review, 25: 349-53, February 1915.

## RURAL EDUCATION.

240. Coffman, Lotus D. Rural school supervision. Moderator-topics, 35: 447-48, 467-69, 487-88, February 11, 18, 25, 1915.  
An address given before the Michigan state teachers' association.
241. Cooper, Elizabeth. The country school teacher. Educational foundations, 26: 347-51, February 1915.
242. Crawshaw, F. D. and Yocum, W. K. Manual arts problems of the rural school. Rural school teacher, 1: 13-14, February 1915.  
First of a series of articles on introducing manual arts into the rural schools.
243. Cubberley, Ellwood P. and Elliott, Edward C. Rural-school administration. School and society, 1: 154-61, January 30, 1915.  
Treats of the reorganization of rural schools, advocating the county-unit system of administration.
244. Field, Jessie. College women and country leadership. New York city, National board of the Young women's Christian associations of the United States of America [1915] 59 p. 8°.  
Topics for study and discussion, and a suggested program for a meeting, follow each chapter.
245. Kennedy, Joseph. Rural life and the rural school. New York [etc.] American book company [1915]. 189 p. illus. 12°.  
Writer says that if rural problems are to be solved, true conceptions of values must be established in the social mind, with reference to personality of the teacher, standards for teaching, supervision, school equipment, salary, etc. The present *laissez-faire* spirit, attitude, and methods of American rural life and rural education must be overcome.
246. Lane, C. H. and Miller, E. A. Correlating agriculture with the public-school subjects in the Southern states. Contribution from the Office of experiment stations. January 21, 1915. Washington, Government printing office, 1915. 41 p. 9 figs. 8°. (U. S. Department of agriculture. Bulletin no. 132.)  
Prepared especially for the use of rural school teachers in the Southern states.
247. Pennsylvania state educational association. Committee on rural schools. Report on rural schools. Harrisburg, Pa., December 29, 1914. 103 p. 8°.  
Chairman of Committee: Nathan C. Schaeffer.
248. Bapeer, Louis W. Standardization of the rural school plant. School and society, 1: 217-26, February 13, 1915.  
Writer believes in the following essentials of rural education: (1) A permanent rural-life leader who can make a specialty of community education in a single district as a life work. (2) Schooling that is directly and immediately related to country life and its needs. (3) Methods of education in accord with the nature of the learning process in children and youth.



249. The rural world at play. Playground, 8: 379-93, February 1915.
250. Sears, J. B. The problem for the rural school. Popular science monthly, 86: 174-79, February 1915.  
The problem is the problem of the rural people. Says that the rural school must accept its share in large social, economic, and intellectual responsibilities.

## SECONDARY EDUCATION.

251. Bolenius, Emma Miller. A "new idea" high school. Popular educator, 32: 326-29, February 1915.  
Treats of the various activities of the Central commercial and manual training high school in Newark, N. J., showing how it is solving the problem of the balanced education.
252. Butterworth, Julian E. An evaluation of methods for providing free high school tuition. School review, 23: 85-96, February 1915.  
Gives an analysis and comparison of existing free tuition laws and their results. Says that some form of cooperation between the state and the local unit is the preferable one.
253. Cook, William A. Equalization of privileges in county high schools. Colorado school journal, 30: 7-9, January 1915.  
Tells of the branch high schools established in Colorado.
254. Downing, Elliot R. The scientific trend in secondary schools. Science, 41: 232-35, February 12, 1915.  
Statistical graphs based on data contained in the report of the Commissioner of education, 1910; Ohio school report, 1913, etc.
255. McCormick, B. E. A plea for summer sessions in the high school. Wisconsin journal of education, 47: 7-9, January 1915  
The author believes that there is a demand for summer sessions in the high school, as there are many in every high school who would attend in order to shorten the high school period. This would result in less "dropping out" and probably larger graduating classes.
256. McKenny, Charles. The purpose of the high school. American schoolmaster, 8: 10-16, January 1915.  
Address delivered before the Michigan schoolmasters' club, at Ann Arbor, Mich., April 3, 1914.
257. Pray, W. J. A study of the first class high schools of Missouri. Missouri school journal, 32: 56-58, February 1915.  
A study of the high schools of Missouri from 1905 to 1913, showing what has been the trend of the individual courses in the curriculum during this time. Agriculture alone, of all the generally recognized high school sciences, shows any gain in its percentage enrollment.

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

258. Beale, B. L. The selection of the teacher. Virginia journal of education, 8: 292-96, February 1915.  
The author thinks that the board should establish a minimum standard for the entire teaching force, that it is dangerous to delay selection until the best teachers are no longer available, that teachers should be chosen with an eye to permanence and should not be chosen without a personal interview, and lastly, that it is worth while to consider in the selection of a teacher some plan by which she may be held.
259. Harris, H. S. The spirit of the teacher. Public schools, 1: 5-6, February 1915.  
The writer thinks that the spirit of the teacher is the all-important factor in a successful school. Shows how the spirit of the teacher manifests itself in the intellectual attitude of the pupils, in the pupils' view of life, the attitude of the pupil in his daily work, etc.
260. Marrs, S. M. N. Teacher training in high schools. Texas school journal, 32: 20-21, February 1915.  
This is the first article of a series dealing with teacher-training in our high schools. Mr. Marrs and several others will write the special articles and the last one will be a symposium on the subject. Every man will be free to say what he wants to say "and the reader can take his choice."—Editor.
261. Sluts, Frank D. The teacher as an artist for life's sake. Colorado school journal, 30: 4-7, January 1915.  
An address before the Colorado teachers' association, December 21, 1914.

262. The Wisconsin survey of the state normal schools. *American school*, 1: 13-16, January 1915.

"Wisconsin has just completed a two year study of her normal school system, the most thorough and comprehensive which has ever been made." This article gives the findings and the recommendations.

#### HIGHER EDUCATION.

263. Benjamin, O. H. Fraternity grades at Purdue university. *Science*, n. s., 41: 135-38, January 22, 1915.

Gives statistics of fraternity men in student activities. Writer says: "On the whole, the fraternity man is one who is content with average rank and is ambitious for athletic, social, or political, rather than scholastic honors."

264. Dabney, Charles W. The movement for the modern city university in Germany. *School and society*, 1: 150-54, January 30, 1915.

The establishment of the municipal university of Frankfurt-on-Main.

265. Dewey, John. The American association of university professors—introductory address. *Science*, 41: 147-51, January 29, 1915.

A plea for "a more intense consciousness of our common vocation, our common object and common destiny; and a more resolute desire to apply the methods of science, methods of inquiry, and publicity, to our work of teaching."

266. Foster, William T. Reed college. *School review*, 23: 97-104, February 1915.

Discusses the activities of Reed college, Portland, Oreg. Extension work, etc.

267. Kirkpatrick, Edwin A. Who should go to college. Is it possible to arrive at standards by which to determine the selection of those who for the sake of society should receive higher education? *Religious education*, 10: 32-39, February 1915.

In the writer's judgment standards will never be found to determine who should receive higher education. He thinks that teachers and psychologists in cooperation can work out standard tests that would be of help in enabling a youth to tell whether he is ready for advanced work.

268. Lefevre, Arthur. The organization and administration of a state's institutions of higher education. Austin, Texas, Von Boeckmann-Jones co., printers, 1914. 524 p. 8°.

By the sometime secretary for research of Organization for the enlargement, by the state of Texas of its institutions of higher education.

269. Merrill, Robert V. Some present aspects of foreign university life. *Classical journal*, 10: 223-28, February 1915.

Conditions existing in English universities.

270. Royce, Josiah. The Carnegie foundation for the advancement of teaching and the case of Middlebury college. *School and society*, 1: 145-50, January 30, 1915.

Paper presented at the meeting for organization of the Association of American university professors, New York, January 2, 1915.

271. Stevenson, John J. Economic conditions of the college staff. *Religious education*, 10: 27-32, February 1915.

272. Strong, Frank. The opportunity of American universities. *School and society*, 1: 109-14, January 23, 1915.

Discusses the opportunity of American universities to become the center of the intellectual life of the next generation on account of the European war.

273. Sully, James. Göttingen in the sixties. *Hibbert journal*, 13: 284-99, January 1915.

Character study of university life at Göttingen, Germany.

274. Swaen, A. Le rôle des universités et les universités belges. *Revue internationale de l'enseignement*, 34: 264-75, November-December 1914.

The author, who is rector of the university of Liège, discusses the requirement and proposals for a stronger development of pure science in Belgian universities. Pleads for reformation of the legal status of the two state universities, a privilege already granted to the universities of Louvain and Brussels.

275. *Les universités françaises aux universités des pays neutres.* *Revue internationale de l'enseignement*, 34: 245-47, November-December 1914.  
Gives the point of view of French university men regarding the European contest. For a statement of the German side, see item 1680 in this record for December 1914.
276. Woodbridge, Frederick J. E. The university and the public. *Educational review*, 49: 109-25, February 1915.  
Writer contends that "the problem of civilization, the problem of self-government, the problem of democracy, is ultimately the problem of the university and the public."

## SCHOOL ADMINISTRATION.

277. Bagley, W. C. Professor Judd's criticisms of the eight-year elementary curriculum. *School and home education*, 34: 212-16, February 1915.  
Discusses the article by Professor Judd on the Junior high school which appeared in the *School review* for January 1915.
278. Coffman, Lotus D. Supervision: its nature and scope. *School and home education*, 34: 227-35, February 1915.  
Read before the City superintendents' association of Illinois in Urbana, November 19, 1914.
279. Evans, C. E. Unsettled educational problems. *Texas school journal*, 32: 7-9, November 1914.  
National functions in education.
280. Harris, James H. The six-and-six plan. *Journal of education*, 81: 89-91, 102-103, January 28, 1915.  
An abstract of a paper read at the Iowa state teachers' association.  
This abstract contains a summary of the arguments given for and against the six-and-six plan.
281. Kinkead, R. G. The Columbus idea of the six-and-six plan. *Ohio teacher*, 35: 248-49, January 1915.
282. State aid: a study by the state department. *Texas school journal*, 32: 7-9, February 1915.  
A questionnaire relative to the problem of state aid was sent to the state superintendent of public instruction in each state and in the colonies. This is a summary of the answers received.
283. Stewart, Rolland Maclaren. Co-operative methods in the development of school support in the United States. Iowa City, Iowa [Chesnutt printing co.] 1914. 162 p. fold. tables. 8°. ([State University of Iowa] Monograph in education.)  
A study of methods of supporting schools—in the colonies, by the federal government, by the states, a statistical study of support for 22 years, and some recent tendencies.
284. Trusler, Harry R. Illegal expenditures of school money. *American school board journal*, 50: 19-20, 78, February 1915.
285. Wallace, B. Holmes. The adaptation of the Gary plan at Swarthmore, Pa. *American school board journal*, 50: 32, February 1915.  
In conclusion the writer says that "after two years' trial, all connected with it feel that the Swarthmore adaptation of the Gary idea is a success and that we have a more efficient, better balanced school than would have been possible under the old plan."

## SCHOOL MANAGEMENT.

286. Anthony, Hettie M. Credit for home work. *Journal of home economics*, 7: 66-70, February 1915.  
Gives some plans worked out by different schools for giving credit for home work.
287. Brown, J. Stanley. Supervised study in high school. *School and home education*, 34: 207-12, February 1915.  
Read at Illinois schoolmasters club, October 24, 1914.

288. Harris, James H. An inquiry into the departmental system. *Elementary school journal*, 15: 323-30, February 1915.  
Describes the attitude of the pupils of the 7th and 8th grades of the schools of Dubuque, Iowa, "toward the departmental system which has been in operation in these grades for about three years."  
The evidence and experience of the pupils confirm the advantages theoretically predicated by schoolmen for the departmental system.
289. Richardson, W. H. The importance of discipline in our school system. *Ohio educational monthly*, 64: 52-56, February 1915.
290. Rogers, Roswell W. The difficulties in transition from the elementary school to the high school. *Mississippi educational advance*, 4: 13-16, February 1915.  
Considers some of the principal causes of the difficulties of transition and gives a few of the possible remedies.
291. Bunkle, Erwin W. Time economy in courses of study. *Pennsylvania school journal*, 63: 303-306, January 1915.  
The writer says that some of the means of economy are first, elimination of subjects or parts of subjects, simplifying the courses of study, second, by more efficient instruction, third, by better supervision, and fourth, by coordination of schools and courses so as to eliminate needless duplication. He gives also what seems to him to be some actual readjustments in the college to meet the demands of economy of time.
292. Shreves, Roland Merritt. Supervised study: its purpose, plan and results. *Wyoming school journal*, 11: 142-46, January 1915.
293. Ziertmann, Paul. Über individuelle behandlung von schülern, einige fälle aus der erfahrung. *Pädagogisches archiv*, 56: 549-64, heft 10, 1914.  
CONTENTS.—I. Stille und Ärtliche beurteilung. II. Ein merkwürdiger fall von "einseltiger begabung" [A case of attempted vocational guidance.]

## SCHOOL ARCHITECTURE.

294. Conwell, L. B. B. School insurance. *Teaching*, 1: 13-15, January 15, 1915.
295. Study, Harry P. The school janitor. *Teaching*, 1: 8-11, January 15, 1915.
296. Winalow, O.-E. A. The ventilation and sanitation of school houses. *School and society*, 1: 190-96, February 6, 1915.  
Address before the New Jersey sanitary association, Lakewood, N. J., December 11, 1914.

## SCHOOL HYGIENE AND SANITATION.

297. Arnold, Felix. Obstructed breathing and memory. *Psychological clinic*, 8: 234-46, January 15, 1915.  
Gives the results of a series of tests, showing that in all cases of obstructed breathing from whatever source, there will be a loss in the results of memorizing verbal matter of from 10 to 30 per cent.
298. Burgerstein, Leo. School hygiene; tr. by Beatrice L. Stevenson and Anna L. von der Osten. New York, F. A. Stokes company [1915] xix, 188 p. illus. 12°.
299. Foster, Wilfred L. Improvement of dental hygiene in the high school, with relation to efficiency. *Psychological clinic*, 8: 230-33, January 15, 1915.  
Tells of the improvement of dental hygiene in one of the high schools of New York city.
300. Hedlund, O. Nath. Sverges första friluftsskola öppnad i Stockholm. *Svensk läraretidning*, 33: 965-66, November 18, 1914.  
An account of the steps which led to the opening of the first Swedish open air school in Stockholm.
301. Reed, Mrs. F. A. Speech impediments and their correction in the public schools of Detroit. *Volta review*, 17: 7-8, January 1915.  
Investigations show that speech impediments almost invariably increase in severity as soon as the child enters school. During the year 1914, 483 children were examined. Work accomplished.

302. Roach, Walter W. Open air school work in American cities. School progress, 5: 9-13, January 1915.

A collection of short reports from a number of cities in the United States.

#### PHYSICAL TRAINING.

303. Bowen, Wilbur P. The ethics of football. American schoolmaster, 8: 1-9, January 1915.
304. Fisher, George J. Present-day tendencies in physical education. Physical training, 12: 74-82, January 1915.  
The author is of the opinion that in many centers the attempt to make the physical program informal has become extreme and the more orthodox and formal types of exercise have been neglected, often to the serious weakening of the day's order. He sent out questionnaires to a selected number of individuals to find out how they felt about it. The answers are given here.
305. Guilbert, E. F. Public school gymnasiums. American city, 12: 101-4, February 1915.  
Discusses the design and construction of apparatus rooms, dressing rooms, lockers, showers, etc. Illustrated.
306. Kaul, Lavinia Hendey. Physical education complete for schools and playgrounds. [Sacramento, Cal., New publishing company, 1915] 272 p. incl. front., illus. 8°.
307. Koch, E. B. Swimming in the elementary schools. American physical education review, 20: 15-21, January 1915.

#### SOCIAL ASPECTS OF EDUCATION.

308. Chambers, W. G. Co-operation in education. Pittsburgh school bulletin, 8: 2115-19, January 1915.  
Address delivered at the Pennsylvania state educational association, December 31, 1914.  
Discusses the cooperation of the school with the church, business, the press, the home, and with libraries, hospitals, social settlements, and other institutions.
309. Mewius, Wally. Aus der arbeit des Charlottenburger siedlungsheimes. Monatshefte der Comenius-gesellschaft für volkserziehung, 22 (n. f. 6): 132-36, December 1914.
310. Roberts, Edward D. The Cincinnati schools. American school board journal, 50: 11-13, 78-79, February 1915.  
What co-operation has done for the schools of Cincinnati.
311. Saupe, —. Bericht über den allgemeinen fürsorge-erziehungstag vom 15.-17. juni in Halle a. S. Zeitschrift für kinderforschung, 19: 714-22, September 1914.  
An account of the proceedings of the joint sessions of the first Deutsche kinderschutstag and of the Allgemeine fürsorge-erziehungstag.

#### RELIGIOUS EDUCATION.

312. Eby, Frederick. A new plan for religious education. Bulletin of the Board of education of the Methodist Episcopal church, South, 4: 198-201, February 1915.  
A plan of cooperation between the church and public schools for giving Bible instruction to pupils of the public schools.
313. Hogan, W. E. Plans for religious education of pupils in state schools. Bulletin of the Board of education of the Methodist Episcopal church, South, 4: 202-9, February 1915.  
Treats of the nature and success of the following plans of religious instruction in public schools: North Dakota plan, Colorado plan, Gary plan, New York city plan, and the Pennsylvania plan.
314. Horn, P. W. The educational value of the old time religion. Texas school journal, 32: 15-16, 43-45, February 1915.  
The writer is skeptical as to the educational value of the substitutes that are being suggested for the personal type of religion.

315. **Kretzmann, Paul E.** Lutheran religious education. Provision for religious education in the evangelical Lutheran church of the United States. Religious education, 10: 5-15, February 1915.  
The subject is discussed under the following headings: The parochial school, The Christian-lehrer, Sunday schools, Saturday and summer schools, and Higher education.
316. **Kuykendall, J. W.** Religious education by church and school. Arkansas teacher, 3: 1-3, February 1915.  
After discussing the relative duty of the church and the school in the religious and moral education of the child, the writer explains the Colorado plan of credit for Bible study.
317. **Schmidt, Hugo.** Die geistigen grundlagen der religionslosen sittlichkeit. Zeitschrift für philosophie und pädagogik, 21: 513-32, September 1914.  
A criticism of Ferdinand Buisson's conception of an "école laïque." (See L'École et la nation, 1<sup>re</sup> L'Année pédagogique. Deuxième année—1912, p. 1-16.)

## MANUAL AND VOCATIONAL TRAINING.

318. **Bagley, W. C.** The unit versus the dual system of vocational education. Educational bi-monthly, 9: 191-99, February 1915.  
An address before the Illinois state teachers' association, November 29, 1914.  
The writer thinks that a separate system of vocational schools is not only unnecessary, but fraught with the greatest danger to our national ideals and institutions.
319. **Cushman, Lillian S.** A test of efficiency for the industrial arts. Industrial-arts magazine, 3: 49-51, February 1915.
320. **Gompers, Samuel.** Industrial education and the American federation of labor. Manual training and vocational education, 16: 329-39, February 1915.  
Address delivered at the eighth annual convention of the National society for the promotion of industrial education, December 10, 1914, at Richmond, Va.  
This address is "looked upon as a definite and official statement on the attitude of labor toward several of the most important issues now before the leaders in industrial education."
321. **Harian, Charles L.** Manual arts in the grades. Vocationist, 3: 3-9, December 1914.  
The present status of the subject as shown by an examination of one hundred courses of study.
322. **Usherwood, T. S.** Manual training as an introduction to experimental work. School world (London) 17: 9-12, January 1915.  
Says that "the unscientific nation is doomed to extinction: its competition is negligible ... An integral part of the machinery of science in education is the manual training school. Through handiwork and in the workshop scientific curiosity is most naturally aroused."
323. **Williams, William E.** Hope for the ninety and three. Pearson's magazine, 33: 298-304, February 1915.  
Describes the activities of the People's college, Fort Scott, Kansas.

## VOCATIONAL GUIDANCE.

324. **Davis, Anne S.** Report of the Bureau of vocational supervision from April 1 to October 1, 1914. Educational bi-monthly, 9: 200-207, February 1915.  
Gives statistics showing the number of children dealt with through the Chicago Bureau, also information concerning the placement of children and "follow-up" work.
325. **Thompson, Frank V.** Vocational guidance in Boston. School review, 23: 105-12, February 1915.  
Discusses among other matters the relation of vocational guidance to continuation schools; work of the Placement bureau of Boston; duties of the vocational counselor, etc.

## HOME ECONOMICS.

326. **Goodsell, Willystine.** Education in problems of family life. Journal of home economics, 7: 59-62, February 1915.  
Urges a thorough and impartial course on the development of domestic institutions and laws. Course recommended in sex problems, marriage, and family life in all their aspects.



327. **Kittredge, Mabel Hyde.** The housekeeping centers of New York. *Journal of home economics*, 7: 63-65, February 1915.  
A short history of the model flat or housekeeping center of New York and the reason for its growth.

## PROFESSIONAL EDUCATION.

328. **Bradford, Edward H.** The higher education in surgery. *New England medical gazette*, 50: 58-64, February 1915.  
Work of the American college of surgeons.
329. **Brown, Elmer Ellsworth.** "Hear ye the word of the Lord." *Methodist review* (New York) 97: 60-67, January-February 1915.  
An address at Drew theological seminary, by the chancellor of New York university, dealing with preparation for the ministry.
330. **Craig, Joseph D.** Albany medical college. *Albany medical annals*, 36: 1-18, January 1915.  
Historical sketch of the college. Comparison made with other medical schools.
331. **McIntire, Charles.** Rigidity of the curriculum an obstacle to the progress of medical education. *Journal of sociologic medicine*, 16: 4-9, February 1915.  
Discussion, p. 9-17.  
Read at the thirty-ninth annual meeting of the American academy of medicine, Atlantic City, N. J., June 19, 1914.
332. **Owre, Alfred.** Dental education. *Dental cosmos*, 57: 166-73, January 1915.  
Urges a united effort to have the state universities take over all dental education.
333. **Shennan, L. Storrow.** The Dunfermline school dental clinic of the Carnegie Dunfermline trust. *Dental cosmos*, 57: 11-25, January 1915.  
Gives specimens of the cards and notices which are used in connection with the school at Dunfermline, Scotland.
334. **Smith, Theobald.** Scholarship in medicine. *Boston medical and surgical journal*, 172: 122-24, January 28, 1915.  
Address to the students of the Harvard medical school, December 7, 1914. Emphasizes the relation between biological and social sciences.

## CIVIC EDUCATION.

335. **Luserke, M.** Staatsbürgerliche erziehung in der schule. *Monatshefte der Comenius-gesellschaft für volkerziehung*, 23: 99-106, October 1914.  
The author is Gustav Adolph Wyneken's successor as director of the Freie schulgemeinde in Wickersdorf, which is a "landschulheim."
336. **Shuster, W. Morgan.** Peace and disarmament. *Century magazine*, 89: 503-11, February 1915.  
"Reflections of a neutral on war and education." How to humanize a nation through education. Says: "Concisely or otherwise, every existing system of education or training for the individual in relation to his state tends to exalt physical force."

## MILITARY TRAINING.

337. **Schurman, Jacob G.** "Every college should introduce military training." *Everybody's magazine*, 32: 179-83, February 1915.  
Advocates military training not only from the viewpoint of patriotism, but because of its intellectual, moral, and physical advantages. Believes the Government should offer commissions in the regular army "to the best-trained men in the military departments of our colleges and universities."

## EDUCATION OF WOMEN.

338. **Sellmann, ———.** Jugendpflege und die höheren mädchenschulen. *Frauenbildung*, 13: 481-88, 10 heft, 1914.  
An account of work with girls, as carried on by the "Pfadfinderinnenbund," the "Wander-vogel," and the "Deutscher jungheiferbund."

339. Women's educational and industrial union, Boston, Mass. Department of research. The public schools and women in office service. Prepared under the direction of May Allinson. Boston, Mass., Women's educational and industrial union [1914?] 187p. 8°.

An investigation dealing with conditions applying to the commercial education of girls. Mr. F. V. Thompson, assistant superintendent of schools of Boston has the following to say in the Preface: "There is a tone of moderation throughout the report and there is evident no spirit of unnecessary challenge or indictment of the methods and purposes of commercial courses. Commendation is freely given to successful effort on the part of the schools, and criticism with a full appreciation of hampering conditions is stated with the evident purpose of helpfulness and encouragement. The attitude of the report will be found dispassionate, and commercial teachers reading it will feel impelled to renew their efforts with cheerfulness rather than with discouragement."

#### NEGRO EDUCATION.

340. Scott, Emmett J. "A negro out of the ordinary." Southern workman, 44: 98-104, February 1915.  
Remarkable career and educational abilities of Dr. Isaac Fisher, who has "not a drop of Caucasian blood in his veins." Winner of many prize essays on scientific, social, and educational subjects.
341. Williams, W. T. B. The Yankee schoolm'am in negro education. Southern workman, 44: 73-80, February 1915.  
Debt of the negro to the teachers who came to the South to assist in his moral and mental uplift.

#### ORIENTALS.

342. Bose, Sudhindra. American impressions of a Hindu student. Forum, 53: 251-57, February 1915.  
Activities of Hindu students at American educational institutions.
343. Russier, Henri. L'instruction des indigènes au Tonkin. Revue pédagogique, 65: 277-88, December 1914.

#### DEFECTIVE AND DELINQUENT CHILDREN.

344. Dean, Maria M. The responsibility of the general practitioner to the question of mental deficiency. New England medical gazette, 50: 83-92, February 1915.  
Moral aspects of the problem. History of research work in the United States; Binet-Simon tests, etc.
345. Hickman, H. B. Delinquent and criminal boys tested by the Binet scale. Training school bulletin, 11: 159-64, January 1915.
346. Walsh, Elizabeth A. Ungraded class work in New York city—methods and results. Journal of psycho-asthenics, 19: 59-66, December 1914.  
Read at the meeting of the American association for the study of the feeble-minded, Columbus, Ohio, June 1914.

#### LIBRARIES AND READING.

347. Koch, Theodore W. The Imperial public library, St. Petersburg. Second paper: The story of a hundred years. Library journal, 40: 93-108, February 1915. plates.
348. Morgan, Geoffrey F. A suggested list of books for school libraries. Ohio teacher, 35: 253-55, January 1915.  
List of books by grades.

#### BUREAU OF EDUCATION: RECENT PUBLICATIONS.

349. City training schools for teachers; by Frank A. Manny. Washington, 1915. 165 p. (Bulletin, 1914, no. 47).
350. Cooking in the vocational school as training for home making; by Iris Prouty O'Leary. Washington, 1915. 36 p. plates. (Bulletin, 1915, no. 1)

351. Curricula in mathematics. A comparison of courses in the countries represented in the International commission on the teaching of mathematics; by J. C. Brown, with the editorial cooperation of David Eugene Smith, William F. Osgood, J. W. A. Young. Washington, 1915. 91 p. (Bulletin, 1914, no. 45)

## NEW PERIODICALS.

- The American school; a journal for those who organize, administer, and supervise American education. Vol. 1, no. 1, January 1915. Published monthly. American school publishing company, Milwaukee, Wis. Editors: C. G. Pearson, W. B. Owan, J. W. Pearson.
- The Educational monthly. Vol. 1, no. 1, March 1915. Published monthly. State normal school, Athens, Ga. Frederick A. Merrill, editor.
- The Rural school teacher. Vol. 1, no. 1, February 1915. 10 numbers a year. Security building, Chicago, Ill.

## PERIODICALS REPRESENTED IN FEBRUARY AND MARCH NUMBERS OF THIS RECORD.

- Albany medical annals, 170 Washington avenue, Albany, N. Y.
- Allgemeine deutsche lehrerzeitung, Leipzig, Germany.
- American city, 93 Nassau street, New York, N. Y.
- American education, 50 State street, Albany, N. Y.
- American journal of nursing, 2419-21 Greenmount avenue, Baltimore, Md.
- American journal of psychology, Clark university, Worcester, Mass.
- American open air school journal, Broad and Chestnut streets, Philadelphia, Pa.
- American physical education review, 93 Westford avenue, Springfield, Mass.
- American school, American school publishing company, Milwaukee, Wis.
- American school board journal, 129 Michigan street, Milwaukee, Wis.
- American schoolmaster, State normal college, Ypsilanti, Mich.
- American teacher, 235 Fifth avenue, New York, N. Y.
- Archiv für pädagogik, Leipzig, Germany.
- Arkansas teacher, Conway, Ark.
- Association seminar, Seminar publishing company, Springfield, Mass.
- Atlantic educational journal, 19 West Saratoga street, Baltimore, Md.
- Atlantic monthly, 4 Park street, Boston, Mass.
- Boston medical and surgical journal, 101 Tremont street, Boston, Mass.
- Bulletin of the Board of education of the Methodist Episcopal church, South, 810 Broadway, Nashville, Tenn.
- Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
- Catholic educational review, Washington, D. C.
- Century magazine, 353 Fourth avenue, New York, N. Y.
- Child-welfare magazine, 227 South Sixth street, Philadelphia, Pa.
- Classical journal, University of Chicago press, Chicago, Ill.
- Colorado school journal, 230 Railway Exchange building, Denver, Colo.
- Columbia university quarterly, Columbia university press, New York, N. Y.
- Cornhill magazine, London, England.
- Dental cosmos, Chestnut and Twelfth streets, Philadelphia, Pa.
- Deutsche schule, Leipzig, Germany.
- Education, 120 Boylston street, Boston, Mass.
- Educational administration and supervision, Warwick and York, Baltimore, Md.
- Educational bi-monthly, Board of education, Chicago, Ill.
- Educational exchange, Birmingham, Ala.
- Educational foundations, 31-33 East Twenty-seventh street, New York, N. Y.

- Educational review, Columbia university, New York, N. Y.  
 Educator-journal, 403 Newton Claypool building, Indianapolis, Ind.  
 Elementary school journal, University of Chicago press, Chicago, Ill.  
 English journal, University of Chicago press, Chicago, Ill.  
 Everybody's magazine, Spring and Macdougall streets, New York, N. Y.  
 Forum, 32 West Fifty-eighth street, New York, N. Y.  
 Frauenbildung, Leipzig, Germany.  
 Harvard alumni bulletin, 50 State street, Boston, Mass.  
 Hibbert journal, London, England, and 6 Beacon street, Boston, Mass.  
 High school quarterly, University of Georgia, Athens, Ga.  
 History teacher's magazine, McKinley publishing company, Philadelphia, Pa.  
 Home progress, Riverside press, Cambridge, Mass.  
 Industrial-arts magazine, 129 Michigan street, Milwaukee, Wis.  
 Journal of education, 6 Beacon street, Boston, Mass.  
 Journal of education, London, England.  
 Journal of educational psychology, Warwick and York, Baltimore, Md.  
 Journal of geography, Madison, Wis.  
 Journal of home economics, Roland Park Branch, Baltimore, Md.  
 Journal of psycho-aesthetics, Faribault, Minn.  
 Journal of sociologic medicine, 52 North Fourth street, Easton, Pa.  
 Kindergarten review, Springfield, Mass.  
 Lehrproben und lehrgänge, Berlin, Germany.  
 Library journal, 241 West Thirty-seventh street, New York, N. Y.  
 Louisiana school work, Baton Rouge, La.  
 Manual training and vocational education, Manual arts press, Peoria, Ill.  
 Mathematics teacher, 41 North Queen street, Lancaster, Pa.  
 Methodist review, 150 Fifth avenue, New York, N. Y.  
 Middle-West school review, Tenth and Douglas streets, Omaha, Nebr.  
 Midland schools, Des Moines, Iowa.  
 Mind and body, Herold building, Milwaukee, Wis.  
 Mississippi educational advance, Jackson, Miss.  
 Missouri school journal, Jefferson City, Mo.  
 Moderator-topics, Lansing, Mich.  
 Monatshefte der Comeniugesellschaft, Berlin, Germany.  
 Monitor de la educación común, Buenos Aires, Argentine Republic.  
 National municipal review, North American building, Philadelphia, Pa.  
 Nature-study review, Ithaca, N. Y.  
 New England medical gazette, 80 East Concord street, Boston, Mass.  
 New republic, 421 West Twenty-first street, New York, N. Y.  
 Normal school bulletin, Board of regents of normal schools, Madison, Wis.  
 Northwest journal of education, Seattle, Wash.  
 Ohio educational monthly, Columbus, Ohio.  
 Ohio teacher, Box 328, Athens, Ohio.  
 Outlook, 287 Fourth avenue, New York, N. Y.  
 Pädagogische blätter, Gotha, Germany.  
 Pädagogische zeitung, Berlin, Germany.  
 Pädagogisches archiv, Braunschweig, Germany.  
 Pearson's magazine, 425-435 East Twenty-fourth street, New York, N. Y.  
 Pennsylvania school journal, Lancaster, Pa.  
 Physical training, 124 East Twenty-eighth street, New York, N. Y.  
 Pittsburgh school bulletin, 1003 Bessemer building, Pittsburgh, Pa.  
 Playground, 1 Madison avenue, New York, N. Y.  
 Popular educator, 50 Bromfield street, Boston, Mass.  
 Popular science monthly, The Science press, Garrison, N. Y.

Primary education, 50 Bromfield street, Boston, Mass.  
Princeton alumni weekly, Princeton, N. J.  
Psychological clinic, Woodland avenue and Thirty-sixth street, Philadelphia, Pa.  
Public schools, 328 Empire building, Denver, Colo.  
Public speaking review, Swarthmore, Pa.  
Religious education, 332 South Michigan avenue, Chicago, Ill.  
Revista de instrucción pública, Guatemala, Guatemala.  
Revue internationale de l'enseignement, Paris, France.  
Revue pédagogique, Paris, France.  
Rivista pedagogica, Rome, Italy.  
Rural school teacher, Security building, Chicago, Ill.  
School and home education, Bloomington, Ill.  
School and society, The Science press, Garrison, N. Y.  
School-arts magazine, 120 Boylston street, Boston, Mass.  
School music, Keokuk, Iowa.  
School news and practical educator, Taylorville, Ill.  
School news of New Jersey, New Egypt, N. J.  
School progress, School progress league, Philadelphia, Pa.  
School review, University of Chicago press, Chicago, Ill.  
School science and mathematics, Mount Morris, Ill.  
School world, London, England.  
Schulhaus, Berlin, Germany.  
Science, The Science press, Garrison, N. Y.  
Southern workman, Hampton, Va.  
Svensk läraretidning, Stockholm, Sweden.  
Teacher, 2125 Uber street, Philadelphia, Pa.  
Teachers college record, Teachers college, Columbia university, New York, N. Y.  
Teachers magazine, 31 East Twenty-seventh street, New York, N. Y.  
Teaching, State normal school, Emporia, Kans.  
Texas school journal, 1927 Main street, Dallas, Tex.  
Training school bulletin, Vineland, N. J.  
Training school quarterly, Greenville, N. C.  
Unpopular review, 35 West Thirty-second street, New York, N. Y.  
Virginia journal of education, Richmond, Va.  
Vocationist, Oswego, N. Y.  
Volta review, Volta bureau, Washington, D. C.  
White Mountain educator, Lancaster, N. H.  
Wisconsin journal of education, Madison, Wis.  
Wyoming school journal, Laramie, Wyo.  
Yale review, 135 Elm street, New Haven, Conn.  
Zeitschrift für kinderforschung, Langensalza, Germany.  
Zeitschrift für lateinlose höhere schulen, Leipzig, Germany.  
Zeitschrift für philosophie und pädagogik, Langensalza, Germany.

## BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution; but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.

### 1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. A. T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904 to Oct. 1, 1906. Edward C. Elliott. 15 cts.

### 1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- †No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

### 1908.

- \*No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- \*No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- \*No. 3. Bibliography of education for 1907. James Ingersoll Wyer, jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- \*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- \*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- \*No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- \*No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8. 5 cts.

### 1909.

- \*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- \*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
- \*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- \*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- \*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- \*No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- \*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

### 1910.

- \*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw. 5 cts.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- \*No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- \*No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.



## 1911.

- \*No. 1. Bibliography of science teaching. 5 cts.
- \*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- \*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- \*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- \*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- \*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- †No. 7. Undergraduate work in mathematics in colleges and universities.
- †No. 8. Examinations in mathematics, other than those set by the teacher for his own classes.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- †No. 12. Training of teachers of elementary and secondary mathematics.
- \*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- \*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- \*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- †No. 16. Mathematics in the public and private secondary schools of the United States.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- \*No. 18. Teachers' certificates issued under general State laws and regulations. H. Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

## 1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
- †No. 2. Mathematics at West Point and Annapolis.
- \*No. 3. Report of committee on uniform records and reports. 5 cts.
- \*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- \*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- \*No. 6. Agricultural education in secondary schools. 10 cts.
- \*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- \*No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1912, No. 12. 10 cts.]
- \*No. 9. Country schools for city boys. William S. Myers. 10 cts.
- †No. 10. Bibliography of education in agriculture and home economics.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
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- \*No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel. 15 cts.
- No. 58. Educational system of rural Denmark. Harold W. Foght.
- No. 59. Bibliography of education for 1910-11.
- No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

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- \*No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
- No. 4. The school and the start in life. Meyer Bloomfield.

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- No. 6. Kindergartens in the United States.
- No. 7. Monthly record of current educational publications, March, 1914.
- No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.
- No. 9. Monthly record of current educational publications, April, 1914.
- \*No. 10. Physical growth and school progress. B. T. Baldwin. 26 cts.
- No. 11. Monthly record of current educational publications, May, 1914.
- \*No. 12. Rural schoolhouses and grounds. F. B. Dresslar. 50 cts.
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- No. 20. The rural school and hookworm disease. J. A. Ferrell.
- No. 21. Monthly record of current educational publications, September, 1914.
- No. 22. The Danish folk high schools. H. W. Foght.
- No. 23. Some trade schools in Europe. Frank L. Glynn.
- No. 24. Danish elementary rural schools. H. W. Foght.
- No. 25. Important features in rural school improvement. W. T. Hodges.
- No. 26. Monthly record of current educational publications, October, 1914.
- No. 27. Agricultural teaching.
- No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.
- No. 29. The kindergarten in benevolent institutions.
- No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Monahan.
- No. 31. Report on the work of the Bureau of Education for the natives of Alaska.
- No. 32. Bibliography of the relation of secondary schools to higher education. R. L. Walkley.
- No. 33. Music in the public schools. Will Earhart.
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- No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd.
- No. 36. Education for the home—Part I. General statement. B. R. Andrews.
- No. 37. Education for the home—Part II. State action, schools, agencies. B. R. Andrews.
- No. 38. Education for the home—Part III. Colleges and universities. B. R. Andrews.
- No. 39. Education for the home—Part IV. Bibliography: list of schools. B. R. Andrews.
- No. 40. Care of the health of boys in Girard College, Philadelphia, Pa.
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- No. 42. Monthly record of current educational publications, December, 1914.
- No. 43. Educational directory, 1914-15.
- No. 44. County-unit organization for the administration of rural schools. A. C. Monahan.
- No. 45. Curricula in mathematics. J. C. Brown.
- No. 46. School savings banks. Mrs. Sara L. Oberholtzer.
- No. 47. City training schools for teachers. Frank A. Manny.
- No. 48. The educational museum of the St. Louis public schools. C. G. Rathman.
- No. 49. Efficiency and preparation of rural school teachers. H. W. Foght.
- No. 50. Statistics of State universities and State colleges.

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- No. 1. Cooking in the vocational school. Iris P. O'Leary.
- No. 2. Monthly record of current educational publications, January, 1915.
- No. 3. Monthly record of current educational publications, February, 1915.
- No. 4. The health of school children. W. H. Beck.
- No. 5. Organization of State departments of education. A. C. Monahan.
- No. 6. A study of colleges and high schools.
- No. 7. Accredited secondary schools in the United States. Samuel P. Capen.
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